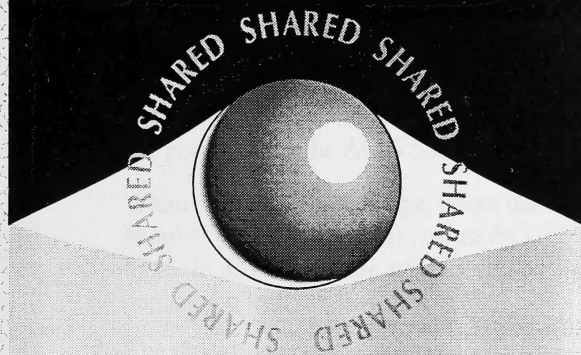


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A VISION SHARED

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TOWARDS INCLUSIVE EDUCATION

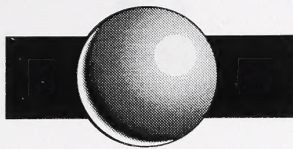


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A VISION SHARED Towards Inclusive Education

Vision Shared: Towards Inclusive Education was prepared by the Special Education Branch, Alberta Education, to accompany the video series **Towards Inclusive Education**.

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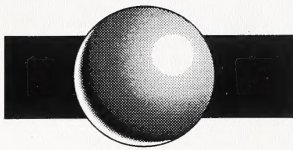
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Forward

The video series **Towards Inclusive Education** and this guide, **A Vision Shared: Towards Inclusive Education** have been developed by the Special Education Branch, Alberta Education, and ACCESS NETWORK to assist teachers and administrators with the integration of students with special needs into regular classrooms. Meaningful integration of students with exceptional or special needs requires teamwork, preparation and support to make the placement a success for all concerned.

Towards Inclusive Education is a three-part video series that shows Alberta teachers and administrators meeting the challenges of integration in their schools. Through real-life examples, viewers will learn:

- **Planning and team building strategies (Program 1)**
- **Instructional strategies (Program 2)**
- **Multilevel instruction skills (Program 3)**

The programs feature examples appropriate for all grade levels and students with a variety of exceptional needs - from the gifted and talented to the severely disabled.

The video series is an excellent resource for regular classroom teachers to use on professional development days, during inservice workshops or independently. School administrators, resource teachers, teaching assistants, school counsellors, teachers in training and parents will also find the series informative and helpful.

To support the video and further introduce teachers and administrators to integration policy and strategies, **A Vision Shared: Towards Inclusive Education** was developed. The manual emphasizes the essential role of teamwork in the integration process and describes the roles of the key players. Practical suggestions for teaching in integrated settings are provided, as well as suggestions for:

- **Preparing the peer group for the arrival of students with exceptional needs**
- **Adapting instruction and materials**
- **Building a school-based support team**
- **Planning for integration**
- **Classroom organization and other considerations**

The appendices include an Integration Checklist that users can take advantage of to determine how well they are integrating a student and what areas may need attention. Annotations of additional helpful resources and how to access them have also been provided.

INTEGRATION: WHAT IS IT?

Integration is the process of uniting different parts to form a whole. In educational terms, integration is defined as ...

the practice of meeting the physical, intellectual, social and emotional needs of students with exceptional needs in regular classes in neighbourhood or local schools with non-handicapped, same-aged peers and with appropriate support (Alberta Education, 1993).

Integration is the means by which previously separated groups enter regular classrooms and interact to form a new educational whole. In order for integration to be meaningful, it must proceed with appropriate personalized learning expectations, needs-based programming, individualized assessment and sufficient material and human resources support. This manual is a resource to help teachers and administrators strive toward that goal and make the vision of integrated education a reality.

Policy and

Premises

For over a decade, school boards in Alberta have been encouraged to provide programs in regular school settings for students with exceptional needs. The evolution in educational philosophy and practice over this time has led to the development of the following policy (Alberta Education, 1993) regarding the placement of students with exceptional needs:

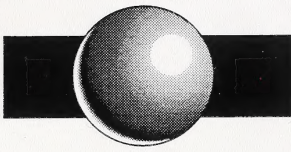
Educating students with exceptional needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff.

Four Main Policy Principles ➡

The policy includes four main principles:

- A regular classroom setting should be considered as the first placement option for students with exceptional needs.
- A range of placement options should be provided to meet the diverse and unique needs of students.
- Placement in an alternative setting should be provided when it is in the best interests of the student with exceptional needs and other students in the class.
- Parents¹ and students must be informed of the choices available to them and actively involved in placement and program discussions.

¹ For the purposes of this document, the term parents(s) refers to parents (s)/guardians(s)/care-givers(s).



Most Enabling Environment

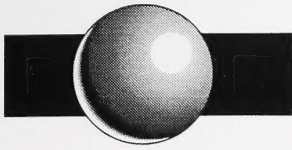
(MEE)

Several administrative models are available for integrating students with exceptional needs in the regular school. They are described in *Integrating Exceptional Students into the Mainstream: A Background Paper* (Alberta Education Response Centre, 1991). These models present a range of service delivery options designed to meet the individual needs of students with exceptional needs. Apart from the model followed, the success of integration efforts depends primarily on teamwork and the commitment of educators to providing the most enabling environment for every student.

The Most Enabling Environment - the MEE - is an environment that encourages students to develop as completely as possible, to their fullest potential. It includes factors that promote successful student outcomes. The MEE is concerned with holistic student outcomes and is gauged not only in terms of academic outcomes but also in terms of students' social and emotional outcomes.

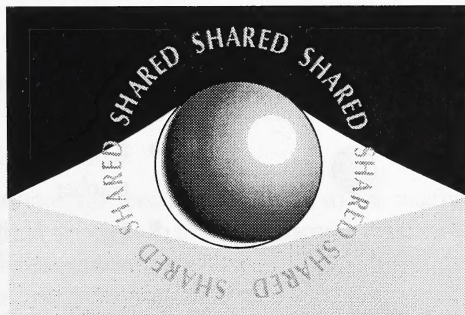
The creation of the MEE for students with special needs involves:

- Systematic planning of an appropriate program for the needs of exceptional students (i.e., an Individualized Program Plan, IPP). The program should be based on assessments conducted by qualified professionals.
- Implementation of the program by qualified teachers, assistants and support staff.
- Provision of age-appropriate settings with suitable resources and physical adaptations.
- Interventions to enhance the social skills, the interactions and the acceptance of special needs students (e.g., peer tutoring and group activities where all students can participate).
- Avoidance of labels, categories, and a "deficits mentality".
- Allowing students to progress at their own pace according to their own capabilities, modifying the curriculum when necessary.
- A teaching style characterized by acceptance of special needs students, optimism regarding their potential and frequent feed back.
- Allowing students to try new approaches without over-protecting them.
- Modification of instructional strategies to accommodate diverse learning styles and a variety of skill levels.



- Maintaining student attention and ensuring that quality time is spent on tasks.
- Providing a curriculum that prepares students for probable future environments.
- Evaluation according to individual learning expectations.
- Participation of parents in all stages of the program..

If the environment is a highly enabling one, successful individual outcomes in all aspects of human development will be observed and measured. This is the primary goal of integration: a vision that requires planning and teamwork.



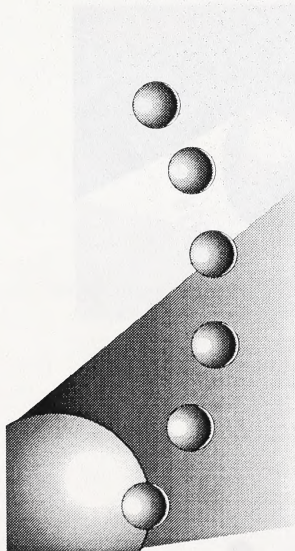
ROLES AND TEAM BUILDING

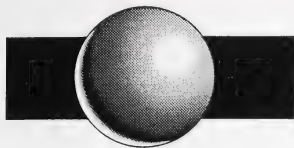
Teachers are not expected to accomplish the goals of integration single-handedly. Parents, school administrators, teacher assistants, resource facilitators, other teachers and professionals all have important roles to play. Committed, cooperative relationships among the team members lie at the heart of schools that care for the needs of all children. To facilitate integration, it is necessary to understand the roles and responsibilities of individuals and how they can function together as a team.

Parental Involvement.

While school boards are entrusted with providing quality education to students with exceptional needs, parents are the most complete source of information about their children and have a special vision for their future. To facilitate the integration process parents can:

- Act as advocates of their child's best interests and ensure that their dreams and expectations for their child are shared with, and by, educators.
- Participate in the Individual Program Plan (IPP) process and problem-solving meetings. Provide information on their child's preferred learning styles, interests, reactions to situations and ways to avoid potential problems.
- Maintain an open line of communication with the school.
- Model the unconditional love and acceptance they would like to see others give the child.
- Reinforce and extend the educational efforts of the classroom teacher.
- Provide feedback on the transfer of skills to the home and community environments.
- Volunteer as a classroom assistant, if possible.





What can parents do to nurture friendships beyond school?

Parents can do many things to encourage integration beyond the classroom. They can:

- Keep in touch with teachers – ask about potential friendships.
- Gather and capitalize on information regarding popular activities, hangouts and clothing trends.
- Help their child make phone calls, invite other children over and invite them on family outings.
- Encourage involvement in interesting extracurricular activities with age-appropriate peers.
- Have inviting play equipment and snacks around the house.
- Demonstrate ways to include their child in games and activities.

In general, parents should model the kind of guidance, acceptance and love to be given to the child, then minimize adult presence and let friendships unfold naturally.

The Teacher's Role

Teachers with integrated classrooms wear many hats, for example: instructor, role model, collaborator and classroom manager. Fulfillment of each of these roles is integral to the success of integration.

As the **instructor**, the teacher often needs to use creative, non-traditional strategies to meet the learning needs of all students. Ideas for effective teaching strategies can come from other teachers, resource teachers, inservices, professional development courses, the integration literature and Ministry documents such as *Integrating Exceptional Students into the Mainstream*. Some popular and effective strategies are described in Section IV of this manual.

As a **role model**, the teacher needs to exemplify respect, caring and acceptance for all children equally. By doing so, the teacher promotes these positive values and instills them in students who will in turn carry them into the community.



As a **collaborator**, the teacher must be proficient in interacting with parents, resource facilitators, administrators and other staff. Teachers may require assistance in formulating IPPs, and many schools form school-based teams where teachers can regularly draw on the support and suggestions of colleagues. Working in isolation is not the way of integration.

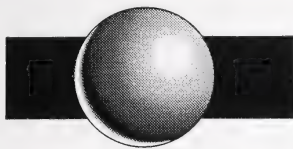
As **classroom manager**, the teacher circulates around the room supervising the types of activities frequently used in integrated classrooms (e.g., cooperative learning, peer tutoring). Teachers ensure that all students are actively involved and on task. Opportunities are taken to assist students with their interpersonal skills.

Resource Facilitators

With the move toward integrated placements, many schools utilize the skills of resource facilitators. Resource facilitators are often teachers with extensive teaching experience and/or special education training. Functioning as resource facilitators, these teachers provide direct support to teachers with integrated classrooms. This support involves a myriad of activities:

- Gathering and consolidating background information on the student for the purposes of determining program and assessment needs.
- Collaborating in the assessment of students; calling in professionals as required for certain types of testing.
- Assisting teachers in developing, revising and monitoring the effectiveness of IPPs.
- Planning and preparing appropriate materials for the exceptional student to use in class.



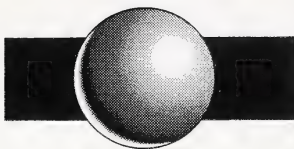


- Recommending modifications to the teacher's instructional style or suggesting alternative teaching strategies that will address the needs of all students.
- Collaborating with teachers and teams to determine methods of handling challenging situations and problem behaviors.
- Providing positive reinforcement and moral support, often informally, to the teacher.
- Taking over the class to provide the regular teacher with time for program planning and curriculum development.
- Team teaching with the regular teacher so the class can benefit from the differing expertise and approaches of two teachers (see Section IV).

Teacher Assistants

..... A teacher assistant (TA) can be very helpful to the teacher and classroom if the assistance is used wisely. The following are suggestions for capitalizing on the presence of a TA, while maintaining an inclusive atmosphere:

- To avoid singling out students with exceptional needs, TAs should be assigned to the teacher or the classroom, and work for the benefit of all students.
- Under the direction of the teacher, TAs can provide valuable one-to-one assistance to students with exceptional needs, but restraint should be exercised in relying on this as the sole method of integration.
- During cooperative learning tasks, TAs can bring students together, encourage their interpersonal and academic skills and act as interpreters when necessary.
- TAs can assist teachers in material preparation and alert the teacher when a student's needs are not being met.
- Having a TA maintain brief anecdotal records may prove helpful in monitoring students' progress and in problem-solving.

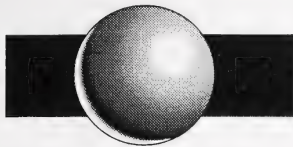


School Administrators ▀

The commitment, participation and visible support of school administration is vital to the success of integration. Leadership ultimately rests with the school principal, who understands the school climate and the attitudes of the staff toward change. The principal's primary role is to determine what is necessary to fully accommodate integration.

- In June, assign the student with special needs to a classroom and organize a meeting involving the sending and receiving teachers, the parents and relevant professionals.
- Arrange for sending teachers to assist receiving teachers in the development of the IPP.
- Alleviate teachers' apprehensions by arranging for them to visit classes where students with exceptional needs are successfully integrated.
- Have articles, books and videos on integration available to staff.
- Explore ways for teachers to plan, consult and prepare modified lessons as required.
- Provide support personnel (resource facilitators, TAs, parent and student volunteers) and inservice training as required.
- Be available to meet with teachers and act as a sounding board.
- Clarify responsibilities for developing the Individual Program Plan.
- Establish procedures for involving parents in the IPP process.
- Inform parents and the community about the school's integration policy and philosophy (e.g., brochures, newsletters, information meetings).
- Establish school-based teacher assistance teams and initially act as chairperson if necessary.
- Clarify supports available (e.g., teacher aid allocation, consulting services).





To encourage effective teachers and to inspire those who are struggling, principals should find ways to reward teachers for a job well done. Successes should be shared with other educators, parents and the community. Schools could make short videos of successful teachers in action or suggest to such teachers that their classes function as demonstration classes for visitors to observe. Administrators could also acknowledge teaching excellence by requesting that teachers present their strategies at conferences, or by describing their accomplishments in community newsletters.

School-Based

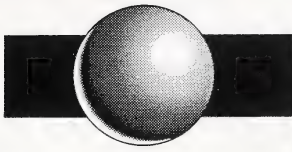
Teams

In order to empower teachers facing challenges in their classrooms, school-based teams can be established. Members of the team attend scheduled, structured meetings to exchange ideas and techniques, problem-solve and brainstorm. Ideally, the team is comprised of four to six individuals, including such people as teachers, principals, resource facilitators, parents, teacher assistants and guidance counsellors. The purpose of the team is to function as a source of prompt, practical support for teachers serving exceptional students in the regular classroom.

Building the school-based team ➡

The following are suggestions for establishing a school-based team:

- To promote trust between the team and school staff, hold an election where members of the team are voted in by their colleagues.
- Prior to voting for the team members, school staff should be made aware of the commitment and characteristics required to be an effective team member (e.g., collaborative skills, a sense of ethics, respect from staff and students, significant background knowledge and teaching experience).
- Decide how long members will serve on the team.
- Determine whether two teams are required to serve the student population.
- Elect a leader of the team. Team leaders are responsible for scheduling team meetings, setting the agenda and acting as chairperson during the meetings.

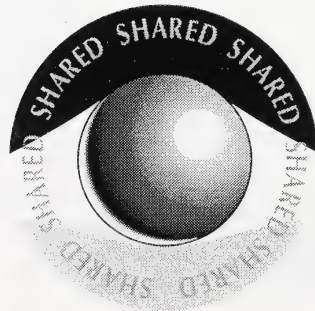


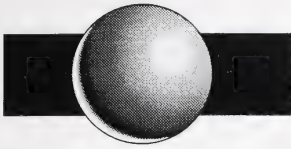
Guidelines for school-based teams

Procedural guidelines must be developed and adhered to for the team to function effectively. The following are recommended:

- The school principal should make staff aware that the team is in operation and is actively seeking teacher requests. This can be accomplished through school-wide memos and/or staff meetings.
- A convenient, secure drop-off point for request forms should be established.
- Teacher requests should be reviewed by the team chairperson and a date for a team meeting should be coordinated when required.
- A line of communication should be established between the team and school administrators and a formal team record-keeping system should be implemented.
- Prior to meetings, team members should review the request, contemplate possible solutions and prepare to be objective.

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Chairing the school-based team meeting

During the team meetings, the chairperson has the following responsibilities:

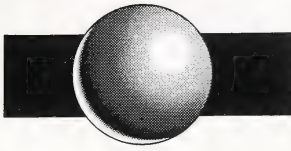
- Designating a recorder of the proceedings.
- Setting the length of the meeting (usually 30 minutes to one hour).
- Providing an overview of the philosophy, objectives and procedures of a school-based team.
- Inviting the teacher requesting assistance to describe the problematic behavior being encountered and the type of resolution that would be satisfactory.
- Leading the team in brainstorming possible solutions. Evaluation of ideas should be suspended while the team generates as many interventions as possible.
- Reviewing the interventions suggested with the teacher and assisting in the selection of the strategies that are effective and feasible. (Ultimately, the teacher decides which strategies will be selected.)
- Leading the team in determining methods for evaluating the effectiveness of the intervention.
- Scheduling a follow-up meeting, and closing the meeting.

TIPS

for successful
school-based
team meetings



- Maintain a supportive, non-judgemental atmosphere where everyone is heard and their ideas and feelings are acknowledged. This is particularly important for the teacher requesting assistance.
- Acknowledge that the team does not have simple solutions to difficult problems. Emphasize that the solution will come from a collaborative process.
- Ensure that the proposed interventions are within the teacher's repertoire of skills.



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- Avoid counter-productive negativism; systematically determine clear behavioral objectives.
- Actively involve the referring teacher in the problem-solving process. Teachers are not likely to implement plans that they were not involved in designing, or plans that do not fit with their teaching styles.
- Instill a sense of competence and confidence in the teacher by addressing all of his or her concerns before closing the meeting.
- Set up a follow-up date. Teachers need to feel that the team is supporting them and that they will not be left to cope indefinitely if an intervention is not succeeding.
- To further facilitate the integration of the child being discussed, schedule a separate team meeting and complete the Integration Checklist in Appendix A of this manual.

PLANNING FOR INTEGRATION

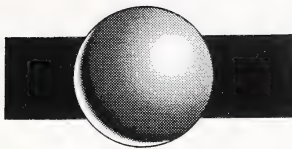
To enhance the implementation of integration, some background preparation must take place. Classroom organization, peer preparation and teacher preparation are all elements to be given careful prior consideration. Subsequent to a discussion of these elements, the McGill Action Planning System (Vandercook, York & Forest, 1989) will be overviewed as an effective method for involving friends and family in integration planning and in the IPP process.

Classroom Organization and Considerations

The diverse needs of all students must be considered in developing a physical arrangement conducive to learning. Input from resource facilitators and specialists may be particularly useful in this regard. The following are some general classroom considerations:

- Desks, tables and chairs should comfortably accommodate the height, weight and mobility of the student.
- Classrooms should have furniture that can be easily rearranged for different types of activities (e.g., group work, videos, etc.).
- Students' sensory needs should be considered when positioning them in the room (e.g., vision, hearing).
- Desktop organization can be enhanced by providing organizers, containers, bookends, pencils that attach to desks or key rings.
- Aisles may require widening for students who use wheelchairs or lack refined motor coordination.
- Various mats and comfortable chairs should be available for position changes.
- Room dividers can be used to create discrete, low-distraction areas for group work or individual concentration.

Beyond the classroom, attention to the accessibility and convenience of school entrances, hallways, washrooms, lockers, elevators, telephones and water fountains is essential. Settings in which students with special needs do not enjoy independent access to facilities can cause undue embarrassment.



Teacher Preparation

Even the most enthusiastic teachers are likely to feel some apprehension about their first experiences with integration. The following strategies can go a long way in alleviating teachers' concerns and preparing them for the arrival of a student with special needs:

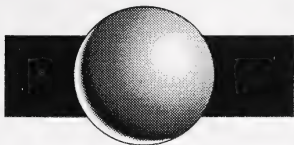
- Review and become familiar with the background information provided by the student's previous teacher or the resource facilitator. Ask about teaching strategies and program adaptations that have been successful.
- Get acquainted with the student. Establish a line of communication prior to classroom arrival.
- Visit classrooms where students with exceptional needs are successfully integrated and talk with the classroom teachers.
- Expand your philosophy of education and achievement to include social and emotional outcomes.
- Become familiar with authorized resources (Appendix B lists Authorized Resources, Alberta) and videos on integration strategies such as *Towards Inclusive Education* (ACCESS NETWORK, 1993).

Preparing the Peer Group

Attention to peer attitudes prior to the arrival of the student with exceptional needs and during the initial phase of integration can pave the way for a positive experience for all students involved. Methods of dispelling stereotypic views and promoting acceptance should be age-appropriate, have a positive emphasis and focus on the independence and many dimensions of the student with exceptional needs.

To gain maximum peer acceptance and involvement, a combination of the following strategies may be helpful:

- Conduct structured classroom discussions designed to have students explore and examine their feelings about integrating the student with exceptional needs.
- Present hypothetical examples of problems that students with exceptional needs are likely to encounter in regular classrooms and have the students brainstorm solutions.

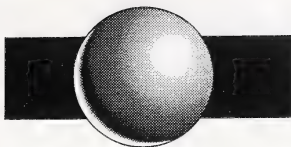


- Assign fiction² and nonfiction³ readings that provide students with meaningful insights into the lives of students with exceptional needs. Book reports may be an effective follow-up.
- Build lessons on awareness of exceptionalities⁴, alternative communication systems and adaptive devices into the curriculum.
- View videos that depict the lives of individuals with exceptional needs (e.g., Helen Keller, Rick Hansen) and discuss how they coped with their challenges.
- Decorate the room with posters and photographs of children, including exceptional children, in typical situations.
- Use puppets, dolls and stuffed animals with special needs to teach younger children about special needs.
- Have students participate in the Circle of Support (Friends) activity (see Section IV).
- Invite guest speakers with special needs to give presentations that address their lifestyles, problems they encounter now and when they were in school, future plans, their special needs and adaptations they require.
- Have students visit the student to be integrated in their current environment – a few visitors at a time.

² Robertson (1993) has prepared an Annotated Bibliography of 650 new fiction titles that portray special needs in stories appropriate for children and teens.

³ Friedber, Mullins and Skiennik (1993) have evaluated and annotated 350 new nonfiction titles appropriate for teaching students about special needs.

⁴ The Department of the Secretary of State of Canada and Rick Hansen Man in Motion World Tour Society (1992) have prepared Discover Together, a teaching resource with sample lesson plans for introducing students to disability issues. See the Authorized Teaching Resources (Alberta) Appendix for details.



The McGill Action Planning System (MAPS)*

..... Once students with exceptional needs have made friends in the integrated classroom, the McGill Action Planning System (Vandercook, York & Forest, 1989; Forest & Pearpoint, 1992) can be used to further enhance their inclusion. These friends become a part of the formal integration planning team, along with the teacher, family members, resource facilitator and the student with special needs. The team's goal is to develop a plan that will meet the student's individual needs in the regular classroom. The involvement of friends is a unique feature, and essential because friends provide important insights and creative suggestions. They also are an important source of classroom support. Ideally, three to five peers should be involved in the MAPS session(s).

To conduct an action planning session using the MAPS system, the participants are arranged in a semicircle. Every effort should be made to provide a personal and comfortable atmosphere. A facilitator who is very experienced with the MAP process should be chosen to lead the questions and encourage the input of all participants. A second facilitator may be appointed to record the information and the ideas generated. These should be recorded on a large chart, using print and graphics. A MAP is created through eight questions, each of which is essential. The order of the questions is at the discretion of the facilitator. Before the questions begin, the facilitator should ask, "Who are you and what is your relationship to the student?" This sets the collaborative tone for the meeting.

1. What is a map?

Participants are asked to discuss the characteristics of a conventional map. They are then asked to think about how the MAPS system will, in a similar fashion, provide guidance for the student and team members.

2. What is the story?

Family members and the student are asked to help the other participants understand the crucial events in the student's life. The participants should be encouraged not to be judgemental, but to listen to the student's history as if it was their own.

* Reprinted with permission from Inclusion Press International and Centre for Integrated Education and Community, 24 Thorne Crescent, Toronto, Ontario, M6H 2S5. Marsha Forest and Jack Pearpoint. *Educational Leadership Journal*, Volume 50, #2, October 1992.



3. What is your dream?

Team members are asked what their dream is for the student. Suggestions should be made without considering any limitations: the dream should be what the participants ideally want to happen for the student.

4. What is your nightmare?

Having parents verbalize their greatest fear focusses team members on what they must do to keep the nightmare from materializing. Often a parent's worst fear is that the child will be alone and isolated in the future.

5. Who is the individual?

Team members are asked to come up with words or phrases that describe the student. These descriptions are then arranged on the recording chart to present a "snapshot" of the individual.

6. What are the individual's strengths, gifts, and abilities?

Rather than concentrating on deficits, team members identify what the individual does well and enjoys doing. This list can serve as a valuable resource for planning a daily program and curriculum.

7. What does the individual need?

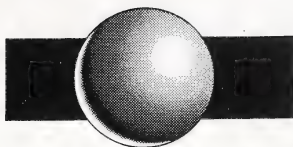
Team members list the needs of the individual and prioritize them.

8. What is the plan of action to avoid the nightmare and to make the dream come true?

When the needs question is formed properly, it can flow directly into an action plan. A typical school day for a regular student can be used as a baseline and strategies for approaching this type of day for the exceptional student can be brainstormed. The MAPS team begins to plan for the support necessary to achieve successful integration.

Reflections on the MAPS

process. After completing the questions, team members are asked to describe in one word their impression of the procedure. While the results are typically enthusiastic, this is also an opportunity for team members to share concerns, and for other team members to respond to these concerns.



The Individualized Program Plan (IPP)

Who is responsible
for IPP
development? ➡

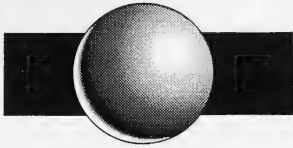
Conscientious planning using the MAPS system requires a minimum of three hours, usually broken up into two sessions. An appropriate time to conduct a MAPS would be as a part of a three year re-evaluation, or at critical transition points in the student's educational career (e.g., preschool to elementary, elementary to junior high, junior high to senior high).

For educators interested in employing MAPS, the video *With a Little Help From My Friends* (Forest & Flynn, 1988) depicts the process.

..... The preparation of an Individualized Program Plan for each student whose instruction will deviate from the standard curriculum is mandatory in Alberta (1993 Alberta Education policy). An IPP is a written plan of action tailored to the unique needs, strengths and learning styles of the student. In developing the IPP, diagnostic information is used to determine learner expectations, intervention strategies and timelines.

Various individuals play roles developing the Individual Program Plan. Principals or vice-principals must ensure that IPPs are prepared and maintained. Individual school jurisdictions determine the persons responsible for developing, writing and implementing the IPP. Generally, resource facilitators assist the classroom teacher in translating diagnostic information into specific IPP objectives. Parental input should be solicited to ensure that a dynamic, visionary program is designed. Experience in collaborating with parents can be gained by employing The McGill Action Planning System described earlier.





How does MAPS relate to IPP development? ➡

It is important that the specific goals established for the student are written in terms of observable, measurable outcomes. Vague descriptions of objectives should be avoided because they make program effectiveness difficult to monitor and evaluate. IPP developers should also be aware that the IPP can be a potentially limiting document and place the student in a holding pattern if not updated and revised regularly.

For further detailed information on IPP development, see *Individualized Program Plans: A Reference for Teachers* (Alberta Education, 1989, under revision).

MAPS can provide an excellent starting point for planning the IPP because:

- A relationship among the team members has been forged.
- A clearer sense of mission has emerged.
- A list of the student's strengths, interests and needs has been generated.
- Strategies for meeting students' needs within the classroom context and throughout the day have been discussed.

TEACHING STRATEGIES

To facilitate interpersonal relationships and academic progress of students with exceptional needs, teachers new to integration will find it invaluable to draw on and assimilate the practices of teachers who have already successfully integrated students with exceptional needs into their classes. Teachers experienced in integration will want to keep up to date with innovative, effective instructional methods as part of their ongoing professional development. All teachers involved in integration will find it useful to share with each other and their support teams, strategies that have worked with their students.

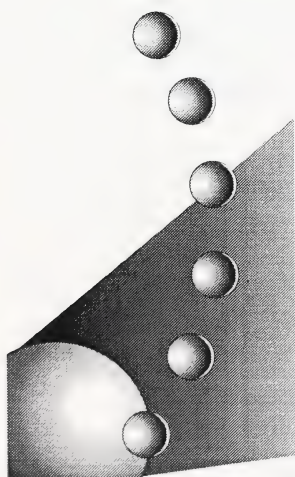
The strategies presented here have been selected according to the frequency with which they are used in the classroom and their support in the literature. For a more extensive listing of teaching strategies, the reader is referred to *The Integration of Students with Special Needs into Educational Settings: An Annotated Bibliography* (University of Alberta and Alberta Education, 1993, p. 293).

Circle of Support

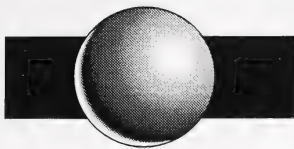
(Friends)* A lonely, isolated child will not find school a wonderful, enriching place to be. While relationships cannot be mandated, it is possible for teachers to encourage and nurture them. Attention to relationship building is particularly important when students are being integrated after years of being segregated from their peers.

One strategy that has proven excellent for initiating relationships among regular students and those being integrated is the "Circle of Support (Friends)" (Forest, Snow & Pearpoint, 1994).

This sensitization exercise is used to identify the students who are most willing to become involved with the student with exceptional needs. This exercise can be approached in many ways, but teachers may want to use the following framework.



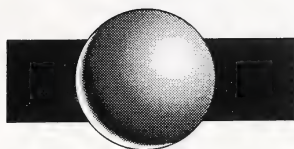
* Reprinted with permission from Inclusion Press International and Centre for Integrated Education and Community, 24 Thorne Crescent, Toronto, Ontario, M6H 2S5. Marsha Forest and Jack Pearpoint. *Educational Leadership Journal*, Volume 50, #2, October 1992.



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- Have someone (e.g., consultant, resource facilitator, teacher) discuss the upcoming integration of a fictitious student with the class. Have students discuss what segregation is, concerns about integrating the student, why she/he is being integrated, and how they will respond.
- Have each student prepare a circle of friends map while the teacher prepares one on the chalkboard. Share the development of this circle with the class, step by step. The teacher writes his/her name in the middle of the four concentric circles. Along the **first circle**, indicate the names of close people – parents, siblings, maybe a best friend. Along the **second circle**, include people who are close friends – classmates, neighbours. Along the **third circle**, put down acquaintances and people to do things with – people from guides/scouts, church, class, sports, etc. The **fourth circle** is reserved for people paid for delivery of a service – doctor, speech therapist, etc.
- Next, share the circle of friends map of a fictitious student with special needs. Ask the class how they would feel if their maps looked like this (e.g., comprised mainly of family and paid professionals). Tell them "Marie's" life is like that of the fictitious person. (If the student has already been integrated, with the student's permission, share or prepare the student's map with her/his peers).
- Ask the class how they can help make "Marie's" map look more like their maps or "Kevin's" map in Appendix D. Invite students to become members of a support group. No credit should be given for volunteering. It should arise from a sincere desire.
- Have the group, including the student and an adult facilitator, meet regularly to plan ways to include the student in classroom and extracurricular activities.
- Allow the process to be discontinued as students with exceptional needs become included naturally by their peers.

An example of a completed Circle of Support (Friends) is provided in Appendix D.



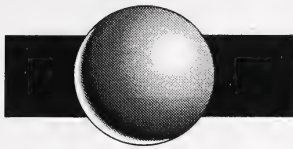
Cooperative

Learning

Cooperative learning is an instructional strategy frequently used to encourage relationships and learning among students of varying needs and strengths. Students work together, usually in groups of three to five, on a group project. When evaluated, members are accountable for the performance of their fellow group members, as well as their own. For the project to be cooperative, students must feel that they need each other to complete it — that they sink or swim together (Johnson & Johnson, 1989). This can be accomplished by establishing mutual goals, providing joint rewards, assigning members to complementary roles and having group members share information and materials.

Teachers can use cooperative learning strategies to facilitate the inclusion of students with special needs in regular classroom activities through the following methods:

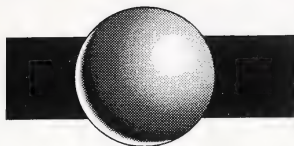
- Explain to the class what the task is and how to work on it together, looking to each other for assistance, feedback, reinforcement and support.
- Emphasize that interpersonal skills such as helpfulness are evaluated in addition to the group's final product. Provide a break-down of the evaluation criteria that illustrate this point.
- Explain to children with special needs how the group works and what their exact tasks and roles are. Reassure students with special needs that they will be helped by the other group members and the TA when necessary.
- Explain to the class that group members' participation will vary but that evaluations will not be adversely affected by this.
- Carefully select the role that the student with special needs will play in the group. It is important that the role of the student with special needs is within the student's range of ability. However, it should be an important role, so the student does not lapse into passive uninvolvement. All group members should be actively involved.
- Coach students with special needs in the area of interpersonal skills to improve their small group skills.



- Maximize the achievements of students with special needs by giving them prior training in the material the groups will be working on. Attempt to make the student an expert in something valuable to the group.
- Consider who will be in the group with the student with special needs. Having an academically able student in the group who is interested in assisting the student is a distinct advantage.
- Adapt group materials as necessary for the student with special needs (e.g., simplify directions, highlight key points).
- Juggle tasks and resources so that members complete individual subtasks or use specific resources then pool their work to accomplish an overriding objective.
- Allow students with special needs to demonstrate their understanding in various forms (e.g., painting, drawing, building, role-playing).
- Assign a group member to be a "checker" who ensures that all group members, including students with special needs, can explain the answer to the problem.
- As well as evaluating the group's end product, develop a rating scale for evaluating group members' behavior in the group, including criteria such as: supportive, encouraging, instructive, on task, agreeable, sharing.
- Debrief the students after group work: provide reward for improvement and give feedback on skills requiring more practice.

Peer Tutoring Recent literature reviews indicate that peer tutoring is a powerful strategy for promoting integration because of the positive effects on the achievement, self-esteem and attitudes of regular students and students with special needs. Peer tutoring also increases students' opportunities to participate actively in the lesson, allows adjustment of the learning pace to the level and ability of the student being tutored (tutee) and alleviates pressure on the teacher's time.

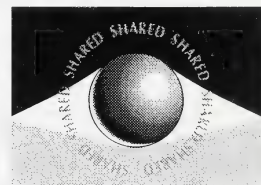
Moreover, when used with students with severe disabilities, peer tutoring is just as effective as one-to-one teacher instruction and small group instruction.

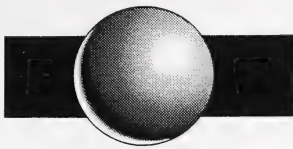


Peer tutoring can take the following forms in integrated settings: a regular class student tutoring a student with special needs; a student with special needs tutoring another student with special needs; a student with special needs tutoring a regular class student; two-way tutoring where students trade the roles of tutor and tutee every other day.

To successfully implement peer tutoring, teachers should:

- Ensure that the tutor-tutee pair are a good match, and that the tutor has the basic interpersonal skills required to work with a particular tutee.
- Ask themselves whether the tutor has mastered the skill to be taught and can follow directions independently.
- Determine whether the student with special needs requires prior training before assuming the role of tutor. It is important, however, that students with special needs experience the role of tutor to develop feelings of self-esteem and responsibility. Academic performance is not always the main objective.
- Instruct tutors to be patient, pleasant and to call the tutee by name.
- Teach the tutors to: give clear instructions and encouragement; confirm correct answers and use praise; correct errors in an instructive, non-punitive manner; avoid overprompting or doing the tutee's work.
- Consider employing a mastery-based tutoring model where a skill is identified and instruction occurs daily until the skill is mastered.
- Provide sufficient supervision to ensure that the tutoring dyads are on task and advancing only after mastery is demonstrated. Eiserman (1988) found that two trained adults (e.g., teacher and TA) can adequately supervise 15 pairs of students.





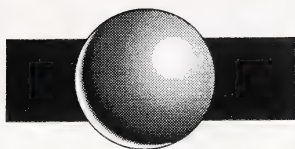
Team Teaching Instead of pulling integrated students out of the regular classroom for additional help, many schools have found that integration is better served by having the resource facilitator come into the classroom to team teach with the regular classroom teacher. In team teaching, classroom teachers and resource facilitators plan lessons, deliver instruction and evaluate students together.

Team teaching has many benefits for students and teachers alike. First, students with exceptional needs avoid the stigma of being pulled out for special instruction. Secondly, their education is less fragmented because in-class remediation parallels regular class instruction more closely and they do not miss anything in the regular classroom. Thirdly, all students benefit from having two teachers with different styles, strengths and approaches available to help them understand the lesson. Lastly, teachers benefit and grow from the support of having a teaching partner to share and problem-solve with. In turn, these benefits are passed down to their classroom.

Team teaching can take various forms:

- Both teachers co-teach the entire class together (e.g., role-playing a lesson together; one teacher describing a skill while the other teacher demonstrates it).
- The teachers each take half of the class and teach the same material to each half.
- One teacher provides enrichment, while the other provides remediation for students who require it (students with and without special needs).
- One teacher circulates, providing assistance to students encountering challenges, while the other instructs the larger group.

Scheduling team teaching by the lesson may be the most feasible procedure for schools. Teachers who have students with exceptional needs in their classes would request the assistance of a resource teacher to co-teach the lessons that students find particularly difficult. Resource teachers would work within various classrooms, with a number of different teachers.



Tips for team teaching:

- Find an experienced mentor in the art of team teaching.
- Start small. Do not co-teach every lesson together. Begin with one lesson and let the process grow.
- Begin with simple approaches that require less reliance on one another until you are familiar with each other's styles. Gradually try more complex co-teaching formats.
- Meet with the co-teacher weekly to discuss how to approach the lessons and evaluations, share instructional philosophies, clarify classroom rules and procedures, sort out disagreements and revise techniques.
- Ensure that the resource teacher feels welcome and has a physical place in the classroom.
- Do not use the resource teacher as a teaching assistant. Capitalize on his/her expertise.

Multilevel Instruction

In order to provide instruction at a personally challenging level while maintaining one curriculum for all, many teachers are becoming skilled at multilevel instruction. In multilevel instruction, the use of a variety of instructional techniques within the same lesson eliminates the need to teach the lesson repeatedly in many different ways. It is a valuable instructional method for teachers with very heterogeneous classrooms.

Multilevel instruction is characterized by:

- Instructional methods and materials adapted to student learning styles.
- The fewest modifications to the lesson possible, for any given student.
- Choices in the quality and quantity of the assignments.
- Varied teacher expectations based on the individual student's ability levels.
- Evaluation based on individual differences.



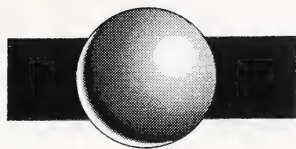
Adapting instruction and materials ➡

While all students learn, not all students learn in the same way. Over-reliance on one instructional approach excludes children with diverging learning styles. Knowledge of, and attention to the learning styles and input modes (e.g., auditory, visual, kinesthetic) of classroom students is critical to each one's individual progress.

The following ideas for adapting instruction and materials were gathered from the literature and from practising teachers, but the list is not exhaustive. Resource facilitators and teachers experienced in integration will have other suggestions for the needs of specific children.

Suggestions for adapting instruction ➡

- Break information into smaller steps, modify the pace, speak slowly and clearly.
- Use multi-sensory examples (e.g., to illustrate the concept of atmosphere in a novel, use music, pictures and colour).
- Set aside time daily for a supervised review of notes.
- Use pictures, charts, videos, transparencies and different colours of chalk when presenting lessons.
- Draw pictures and diagrams in class.
- Use cooperative learning groups and peer tutoring to promote active learning for all students.
- Have a resource facilitator co-teach lessons.
- Use demonstrations and modelling of information.
- Give one set of simple, sequential instructions. Repeat them and have peers repeat them so the student with special needs hears them several times. Have the student repeat or paraphrase the instructions.
- Do not clutter the chalkboard or overhead transparencies.
- Encourage the student to use oral and written practice.
- Maintain the student's attention by making eye contact or putting a hand on the student's shoulder.

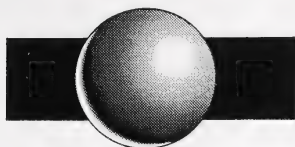


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Suggestions for adapting materials ▀

- Emphasize important information by using unmistakable clues (e.g., "This part is important").
- Give the student time to think before answering questions and time to process after hearing others' answers. Have the student repeat or paraphrase other students' responses.
- Teach students mnemonics (memory strategies).
- Give ample time to answer questions and copy homework assignments. Avoid giving assignments orally.
- Employ experiential activities: role play, body movement, group story writing, model building, learning centres.
- Provide guided or structured note paper to promote organization and recording of key information.
- Have the student record lessons on audiotape, especially those being reviewed for tests.
- Provide photocopies of lesson notes and assignments.
- Use high contrast materials for visibility.
- Limit the number of problems or questions on a worksheet, and avoid putting distracting designs and pictures on them.
- Allow the use of a calculator or multiplication tables.
- Condense lengthy written instructions into smaller steps.
- Clarify written directions by adding helpful diagrams.
- Tape the alphabet, multiplication tables, the student's schedule and other important things to be remembered to the student's desk.

The adaptations provided here cut across the spectrum of educational needs. Teachers will need to be sensitive to the types of adaptations appropriate for a given child. The general rule in multilevel instruction is to adapt the lesson and materials as necessary, while retaining the original intent of the lesson.



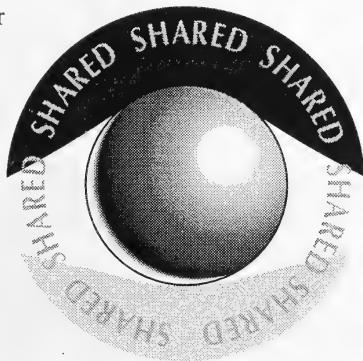
Adapting assignments ➡

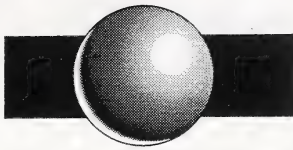
Where students are working at their own levels, and in some cases according to Individual Program Plan objectives, it is necessary to modify learner assignments and evaluations accordingly. At a minimum, students may be given a choice regarding the number of questions to be answered or the difficulty of the questions to be completed (e.g., "basic," "standard," or "enrichment"). In some cases, additional time to complete an assignment may be a sufficient modification.

At a more complex level, the nature of the assignment may need to be adapted to accommodate the learner's output mode and/or ability level. For example, the following are all alternatives to completing a written assignment:

- Oral presentation
- Map-making
- Artwork
- Acting, role-playing
- Peer tutoring
- Musical performance
- Scrapbook of information
- Models, inventions
- Interviews, surveys
- Conducting an experiment

The important issue is that all students have the opportunity to practise their learning in a way that is compatible with their abilities and needs.





Adapting student assessment ➡

In classrooms where multilevel instruction is occurring, assessment should be based on the individual progress of students. In keeping with IPP objectives and alternatives in assignments, teachers are encouraged to consider using alternative forms of assessment, and to adjust these procedures to be as learner focused and criterion referenced as possible. **Authentic assessment** and **portfolios** are two popular forms of alternative assessment in integrated settings.

Authentic assessment ➡

Authentic assessment measures what students can do with acquired knowledge in real-life contexts, rather than their ability to memorize and repeat material. Direct examination of students' performance on tasks that are significant to life outside of school occurs. For example, the ability to make phone calls requesting information, or the ability to save information on a computer disk may be assessed.

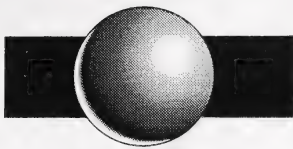
Authentic assessment is particularly suitable for evaluating students with exceptional needs because:

- Multiple methods of problem-solving and task completion are permitted. There is no single, right way or method.
- Opportunity for rehearsal prior to encountering real situations is provided. The student is better prepared for the future.
- Assessment is more closely linked to IPP objectives, providing a more accurate indication of progress.

Portfolios ➡

Building a purposeful collection of a student's work over time allows teachers to determine the progress being made toward instructional goals in a given area. Ideally, portfolios consist of a wide range of formal and informal indicators: work samples, authentic tasks, test scores, student self-evaluations and self-reflections, skill and attitude checklists, audio and videotapes, drawings, peer responses, teacher's anecdotal observations.

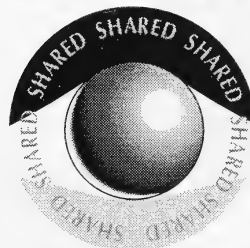
The portfolio building process should include: student participation in the selection of portfolio content, the criteria for inclusion of materials in the portfolio, the criteria for judging merit, and evidence of student self-reflection.



General ➤
suggestions for
student
assignments and
evaluation in a
multilevel
classroom

For efficiency, the contents of the portfolio should be in chronological order, dated and organized by category. Essentially, evaluation will consist of comparing current work with earlier work to determine progress toward IPP goals. Well-organized portfolios can be useful for demonstrating to parents the nature of their child's accomplishments.

- Provide students with choices, giving them control over assignments and evaluative options. This promotes the notion that different methods of expressing learning can be of equal value.
- Give equal weight to each style of expression. Written assignments should not be given more value than artistic, oral or other types of work.
- Gather information about students' efforts over time using multiple measures, rather than from isolated testing situations.
- Give students more opportunities to perform successfully. Success rather than failure should be emphasized.
- Involve students in the evaluation process. Skills in self-evaluation promote a non-defensive awareness of students' own strengths and needs.



INTEGRATION CHECKLIST*



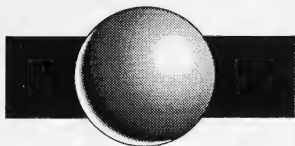
When integrating students with special needs into regular classes, many special and regular educators ask:

- What does it mean for students with special needs to be integrated?
- What should it look like?
- How can we facilitate integration?
- How can classmates be involved?

The Integration Checklist (Vandercook & York, 1990) is a tool for uncovering the answers to these questions. It was developed to help educational team members identify potential indicators of inclusion in their schools. It can also help teams facilitate the membership, participation and learning of students with special needs in regular education classes and other integrated school settings.

The checklist is divided into four sections, each related to a different aspect of integration. Education team members can work through the checklist for each individual student in each specific class. Space is provided below each item for the recording of additional brief comments. After the team completes the checklist, items and comments can be reviewed to determine the priorities to address. Team members should not view the checklist as an absolute measure of integration; every indicator may not be appropriate for each student and each class. Instead, the checklist should be used to guide team planning and discussion.

* Reprinted with permission from Stainback, W. and Stainback, S. (eds.) (1990) *Support Networks for Inclusive Schooling: Interdependent Integrated Education*, (pp. 117-118). Baltimore: Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD, 21285-0624. Originally published by Vandercook, T. (1989) *Integration Checklist: A Guide to Inclusion of Students with Disabilities*. Minneapolis: Institute on Community Integration, University of Minnesota.



Directions: Record a "y" for yes and an "n" for no in the box preceding each item. If the answer to any of the items is "no," your team may wish to consider whether any changes should be made and what those changes might be. Use the lines below each item to record these considerations.

TALKING STRAIGHT

☐ Does the student have a way to communicate with classmates?

☐ Do classmates know how to communicate with the student?

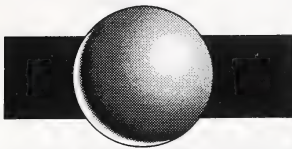
☐ Does the student greet others in a manner similar to that of his or her classmates?

☐ Does the student socialize with classmates?

☐ Is this facilitated?

☐ Does the student interact with teachers?

☐ Is this facilitated?



- ☐ Do teachers (e.g., classroom teachers, special education support staff) provide the same type of feedback (e.g., praise, discipline) for the student as for his or her classmates?

- ☐ If the student uses an alternative communication system do classmates know how to use it?

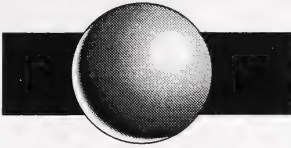
- ☐ If the student uses an alternative communication system do teachers know how to use it?

- ☐ Is the system always available to the student?

LOOKING GOOD

- ☐ Is the student given the opportunity to attend to her or his appearance as classmates do (e.g., check appearance in mirror between classes)?

- ☐ Does the student have accessories which are similar to his or her classmates' (e.g., oversize tote bags, friendship bracelets, hair jewelry)?



☐ Is the student dressed similarly to classmates?

☐ Is clothing that is needed for activities age appropriate (e.g., napkins instead of bibs, "Cool" paint shirts)?

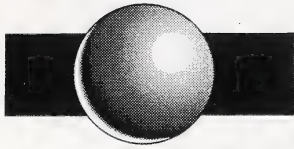
☐ Are personal supplies or belongings carried or transported discreetly?

☐ Is the student's equipment (e.g., wheelchair) kept clean?

Given the opportunity (and assistance as needed):

☐ Is the student's hair combed?

☐ Are the student's hands clean and dry?



- ☐ Does the student change clothing to maintain a neat appearance?

- ☐ Does the student use chewing gum, breath mints, breath spray?

Go with the flow

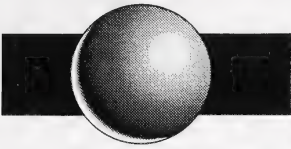
- ☐ Does the student enter the classroom at the same time as classmates?

- ☐ Is the student positioned so that she or he can see and participate in what is going on?

- ☐ Is the student positioned so that classmates and teachers may easily interact with him or her (e.g., without teacher between the student and his or her classmates, not away from classmates)?

- ☐ Does the student engage in classroom activities at the same time as classmates?

- ☐ Does the student make transitions in the classroom at the same time as classmates?



- ☐ Is the student involved in the same activities as his or her classmates?

- ☐ Does the student exit the classroom at the same time as classmates?

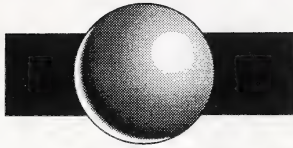
Acting cool

- ☐ Is the student actively involved in class activities (e.g., asks or responds to questions - plays a role in group activities)?

- ☐ Is the student encouraged to follow the same classroom and social rules as classmates (e.g., hugs others only when appropriate, stays in seat during instruction)?

- ☐ Is the student given assistance only as necessary (assistance should be faded as soon as possible)?

- ☐ Is assistance provided for the student by classmates (e.g., transitions to other class rooms, within the classroom)?



☐ Are classmates encouraged to provide assistance to the student?

☐ Are classmates encouraged to ask for assistance from the student?

☐ Is assistance provided for the student by classroom teachers?

☐ Does the student use the same or similar materials during classroom activities as his or her classmates (e.g., Tom Cruise notebooks, school mascot folders)?

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AUTHORIZED TEACHING RESOURCES (ALBERTA)

Authorization Authorization means Alberta Education has judged these resources as the most appropriate to support a course, program of studies or teaching approach, and that they have met Alberta Education criteria for acceptability.

Accessing Resources Addresses for the Learning Resources Distribution Centre (LRDC), ACCESS NETWORK, Alberta Education Special Education Branch (Sp.Ed) and the Status of Disabled Persons Secretariat (SDPS) are provided in Appendix C.

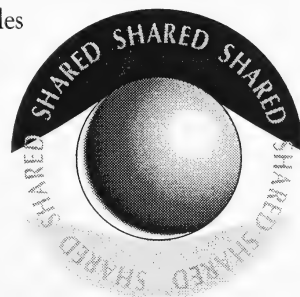
The following teaching resources are authorized by Alberta Education and may facilitate the integration process.

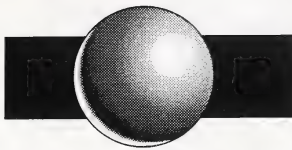
- **Biklen, D. et al. (1985) . *Achieving the Complete School*. New York, NY: Teacher's College Press. (Special Education Series)**

This book is based on two studies of mainstreaming. One was an in-depth series of case studies of 25 successful mainstreaming programs in an American city. The second study was of 20 programs across the United States that displayed promising practices for schools in the area of integration.

The author presents strategies and principles that have been tried and proven effective in implementing integration. A large number of case studies are presented. Chapters are included on the principal's role in mainstreaming, the teacher's role, leadership strategies for school district administrators, and the parents' role and perspective.

Available from:
LRDC Please quote order #153784





- • • • • Bachor, Dan G. & Crealock, C. (1986). *Instructional Strategies for Students With Special Needs*. Scarborough, ON: Prentice-Hall Canada, Inc.

This book presents instructional strategies that may be used with students with mild disabilities in the regular classroom environment. Instructional strategies are presented for reading, writing, mathematics and composition. Strategies that support the teaching of problem-solving and organizational skills are outlined. Detailed case studies illustrate how the strategies can best be implemented. This book is a resource for classroom teachers at the elementary to junior high levels.

Available from:

LRDC Please quote order #153750

- • • • • Department of the Secretary of State of Canada and Rick Hansen Man in Motion World Tour Society (1992). *Découvrons ensemble: Documentation de sensibilisation aux déficiences: Le pouvoir des mots*. Ottawa, ON: Department of the Secretary of State of Canada.

French version of *Discover Together: An Active Learning Program on Disability Awareness for Children from Age 5 to 13*. (See below)

Available from:

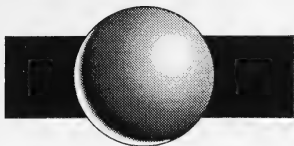
SDPS

- • • • • Department of the Secretary of State of Canada and Rick Hansen Man in Motion World Tour Society (1992). *Discover Together: An Active Learning Program on Disability Awareness for Children From Age 5 to 13*. Ottawa, ON: Department of the Secretary of State of Canada.

This teaching resource assists teachers in introducing students from age five to 13 to a variety of disability issues. *Discover Together* consists of print and audiotape. The print outlines the philosophy and goals of the program, gives suggestions for teacher preparation, offers sample lesson plans for each of six disability units and provides suggestions for activities to enhance the lessons.

Available from:

SDPS



- • • • • Elliott, Dorothy (1990). *Step-by-Step: Easy to Read Recipes With Delicious Results*. Olds, AB: SAGE Publishing.

Designed for teaching living skills or junior high home economics, this cookbook contains simple vocabulary and illustrations for step-by-step cooking. It features recipes used in the author's classroom and new ones tested at home with the help of children acting as testers. The cookbook is divided into three sections: no-heat cooking, oven recipes and stove-top recipes. The book also includes checklist, safety rules, rules for cleanliness, how to measure, utensils and how to use a mixer. Contains an index at the back for the recipes included.

Available from:

LRDC Please quote order *153825

- • • • • Goupil, Georgette (1990). *Élèves en difficulté d'adaptation et d'apprentissage*.

Provides a detailed and complete account of learning disabilities including theoretical framework, causes, manifestations and remedial strategies. Includes discussion of behavior disorders, intellectual disabilities, and physical and sensory disorders.

Available from:

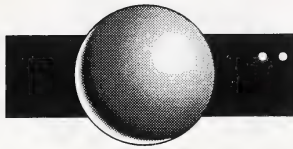
LRDC Please quote order *189490

- • • • • Goupil, Georgette (1991). *Le plan d'intervention personnalisé en milieu scolaire*.

Gives precise and clear information on how to develop an Individual Program Plan (IPP).

Available from:

LRDC Please quote order *189507



• • • • • McGinnis, Ellen & Goldstein, Arnold P. (1984). *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills*. Champaign, IL: Research Press Co./Colwell Systems.

This resource provides the information necessary for planning and implementing prosocial skills instruction. The resource gives a detailed description of the components of structure learning and provides screening procedures to assist in identifying children who are deficient in prosocial skills and their specific skills strengths and weaknesses. Also presented is a step-by-step guide for the implementation of structure learning with young children. A full listing of prosocial skills and their behavioral steps, along with lesson plans and suggested application situations are also included. Suggestions for enhancing social skills learning and integrating structure learning into the student's daily educational program, and specific techniques for managing individual and group behavior problems, are also presented. Designed for Grades 1-6.

Available from:

LRDC Please quote order *153817

• • • • • Murphy, Deborah et al. (1988). *Exceptions: A Handbook for Teachers of Mainstreamed Students*. Longmont, CO: Sopris West, Inc.

A handbook filled with techniques, practical tools and activities to assist regular classroom teachers in dealing with mildly handicapped students. The handbook helps provide mainstreamed students with survival skills (sequential, instructional and developmental) commonly developed by students in the regular classroom. It also provides adaptive techniques that enable the teacher to modify regular instructional approaches and materials to accommodate the student with special needs. The handbook includes assessment tools, management forms, lesson plans, tests and a variety of teaching activities to carry out the adaptive techniques. Designed for Grades 1-12.

Available from:

LRDC Please quote order *153809

• • • • • North Okanagan Handicapped Association (1988). *Just Regular Kids*. Vernon, BC: North Okanagan Handicapped Association.

This video demonstrates the integration of three severely physically challenged students in neighbourhood British Columbia schools. It includes interviews with the principals, the teachers and some of the students. Teachers' concerns and expectations as well as the students' concerns as to what is expected of them in the integrated classroom are discussed.

Available from:

ACCESS NETWORK Please quote order *3257-01

ACCESSING DOCUMENTS AND RESOURCES

Sp.Ed Alberta Education, Special Education Branch
10th Floor, East Devonian Building
11160 Jasper Ave., Edmonton, AB T5K 0L2
Telephone: (403) 422-6326 Fax: (403) 422-2039

LRDC Learning Resources Distribution Centre
Customer Service and Sales
12360 - 142 Street
Edmonton, AB T5L 4X9
Telephone: (403) 427-2767 Fax: (403) 422-9750

ACCESS ACCESS NETWORK
Media Resource Centre
3720 - 76 Avenue
Edmonton, AB T6B 2N9
Telephone: (403) 440-7729 Fax: (403) 440-8899
or 1-800-352-8293 (outside Edmonton)

SDPS Status of Disabled Persons Secretariat
25 Eddy Street
Suite 100
Hull, PQ K1A 0M5
Telephone: (819) 953-5005 Fax: (819) 953-4797

CIRCLE OF SUPPORT (FRIENDS)*



FILL CIRCLES FROM THE OUTSIDE-IN!

First Circle: Circle of INTIMACY

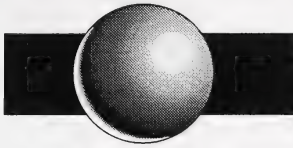
Second Circle: Circle of FRIENDSHIP

Third Circle: Circle of PARTICIPATION

Fourth Circle: Circle of EXCHANGE

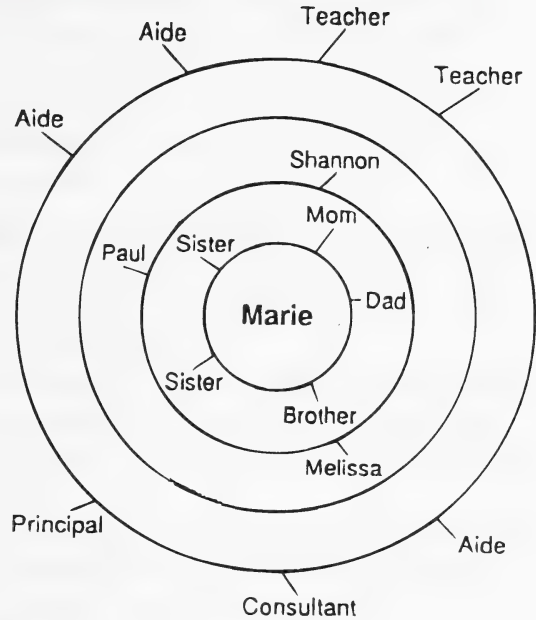
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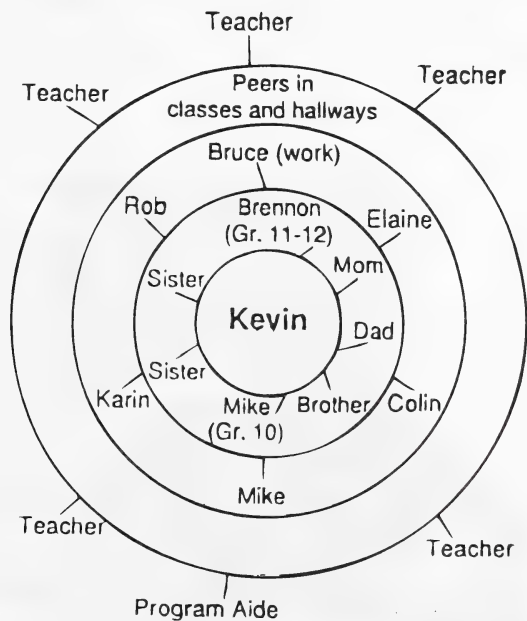


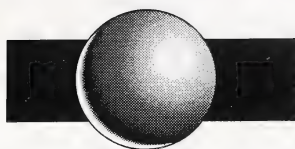
Circle of Support (Friends)

In a Special
Education
Classroom



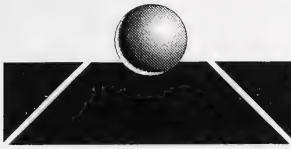
Integrated Classes
in a Community
High School





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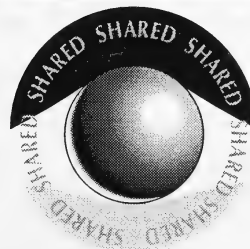
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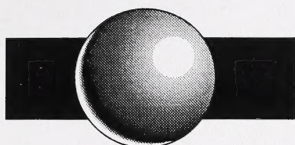
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Reader Questionnaire

The Special Education Branch is interested in your comments on *A VISION SHARED: Towards Inclusive Education*. Please return your response to:

Carl Simonson
Special Education Branch
10th Floor, East Devonian Building
11160 Jasper Ave., Edmonton, Alberta T5K 0L2

Please indicate if you are a:

Teacher _____ (specify level) _____

Administrator _____ (specify type) _____

Other (specify) _____

1. Is the document useful to you? For what purposes are you using it?

2. What changes would enhance the usability of the document?

3. Have you viewed *Towards Inclusive Education* (video - ACCESS NETWORK 1993)? If so, do you feel the document and video are compatible?

4. What additional information resources would you like to see developed in the area of integration in the future?

5. Additional Comments:
